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"Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

Margaret Mead

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Preface

What is a Comprehensive Interpretive Plan?

Visitor experience refers to everything that visitors do, sense, feel and learn in a park; it includes behavior, sensory experiences, attitudes, values and behavior. Visitor experience planning is a series of activities designed to identify and recommend desirable visitor experiences, and ways to facilitate those experiences or make them more accessible. It includes interpretive planning, which results in recommendations for interpretive programs and media.

Interpretive planning identifies strategies to achieve management goals through interpretation and education programming. The process is goal-driven, based upon National Park Service (NPS) establishing legislation, as well as specific park legislation and management goals.

Interpretive planning addresses many questions. Some of the most important are:

Why was this park established and its resources made available to the public?

Why are the park's resources important to the nation?

What are the likely and desired visitor experiences? What will visitors naturally want to do, feel, learn, and experience while at the park?

What are the essential stories and values that will be made available to park visitors and neighbors?

What are the best ways to make these available?

How can activities that are detrimental to resources or visitors' experiences be discouraged, **and** how can activities that support resource protection and visitor experience be promoted?

How can diverse audiences best be served?

Answers to the above questions can be found in this Comprehensive Interpretive Plan (CIP) for Women's Rights National Historical Park (NHP). The CIP consists of three sections. The Long Range Interpretive Plan establishes

park purpose, significance, interpretive themes, and visitor experience objectives. The Annual Interpretive Plan breaks down larger goals into a yearly work schedule. The Interpretive Database provides the necessary research and planning documents to support interpretive actions.

The CIP provides a clear vision of the future for the visitor experience and interpretation at the park. Additionally, it provides direction and focus to the visitor experience through the development of specific goals, themes, programs, interpretive media, and personal services.

Section I:

Long Range Interpretive Plan

Part 1: Foundation Background

The Park

Women's Rights National Historical Park was created by Congress in 1980 to preserve and interpret the nationally significant historical and cultural sites and structures associated with the struggle for equal rights for women. The park consists of several buildings in Seneca Falls and Waterloo, New York including the Hunt Home in Waterloo where the convention was planned; the M'Clintock Home in Waterloo where the Declaration of Sentiments was drafted; the Wesleyan Methodist Chapel in Seneca Falls where the convention was held; and the home of Elizabeth Cady Stanton in Seneca Falls, where later efforts to expand women's rights were planned.

Seneca Falls, New York, is best known for its associations with the beginning of the women's rights movement in the United States - more than any other site in the country. Seneca Falls was the location of the First Women's Rights Convention, held July 19-20, 1848. Some 300 women and men attended the convention, which marked the formal beginning of the organized women's rights movement. The "Declaration of Sentiments," adopted during the convention and signed by 100 attendees, provided the rationale for the movement and the agenda for subsequent women's rights activity.

Park Planning

General Management Plan

The General Management Plan directing park management of park resources was approved in 1986 and amended in 1991. The park is preparing for another GMP amendment, scheduled for 2004, which will address new sites and interpretation.

Under the 1986 GMP, the park was directed to enter into agreements with the owners of the Jane and Richard P. Hunt House for interpretive purposes. The 1991 GMP Amendment recommended the acquisition of the Neis property to clear the historic Stanton lot and the Chamberlain property to provide a canal-side staging area for visitation to the historic Stanton House. Since 1995, the park has added several new sites, including the Jacob P. Chamberlain House, the Neis property, the Young property, and the Hunt House.

Interpretive Prospectus

Since 1999, annual interpretive planning has taken the form of actions under annual workplans for the Government Performance and Results Act.

Interpretive Planning

Park interpretive programming has been intensely discussed for several years. The Comprehensive Interpretive Plan integrates the results of a multi-year planning process. The 1995 Goals and Visions workshop, the 1996 Interpretive Planning workshop and visitor experience evaluations, the 1997-2002 Strategic Management Plan, and assistance from Harpers Ferry Center planners and contract planner Ron Thompson provided much of the basis for this CIP. (See Appendix 1-3 for reviews of these meetings.)

The Comprehensive Interpretive Plan was revisited by Visitor Services and Cultural Resources staff in January and February, 2002. Russ Smith, Team Manager, Park Operations and Education, North East Region, facilitated staff and local partner organization meetings in July, 2002.

Partners brought a range of concerns to the table, including individual site identity, working more closely to support each others' educational and interpretive programming, the scope of park interpretive themes, and local signage and transportation. Acting Superintendent Lizzie Watts assured partners that the park would continue to interpret the historical spectrum of the women's rights movement through the present.

These meetings produced agreements about park purpose, significance and themes, visitor experience objectives, priority of significant resources, and actions to take in the next five to ten years.

Park Purpose

All previous park planning documents identified the following park purpose:

To preserve and interpret for the education, inspiration and benefit of present and future generations, the nationally significant historical and cultural sites, structures, and events associated with the struggle for equal rights for women, and to cooperate with national, state, and local entities to preserve the character and historic setting of such sites, structures and events.

Park Significance

The resources and stories of Women's Rights NHP are nationally significant because:

The formal struggle for equal rights for women was ignited by the people and events that generated and surrounded the First Women's Rights Convention held in Seneca Falls in July 1848. This struggle is one of the most critical and influential social movements in North American history starting in the 19th century and continuing today.

The Declaration of Sentiments, ratified at the 1848 Convention, is a document of enduring relevance, which asserted that equality and justice should be extended to all people without regard to sex.

Themes & Compelling Stories

Interpretive themes are the foundation of the interpretive program, and are critical for visitor understanding of park purpose and resource significance. Every visitor will have the opportunity to know or experience these ideas.

Park Wide Slogans

"Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." Margaret Mead

"Women's Rights: Inspired by the Past, Empowered for the Future" Park Staff, 2002

Compelling Stories

Women's Rights NHP themes link with many other aspects of human history. Through interpretation, park visitors can recognize these universal ideas and connect them with their own experiences and lives.

The universal ideas and stories at Women's Rights NHP are:

- A. The empowering message of the 1848 convention was that a just society should and could be created.
- B. Ordinary citizens joined together can bring about change; this fact has enormous relevance in present-day *and continuing* struggles for equality and justice all over the world.
- C. The Wesleyan Methodist Chapel, the second "Independence Hall," has enduring historical importance and significance to world communities that believe in democracy and justice.
- D. The exercise of rights, including the right to free speech and free assembly, is coequal and codependent with the struggle to achieve them.

Park Wide Theme

The First Women's Rights Convention, held in 1848 in Seneca Falls, was the formal beginning of the Women's

Rights Movement. The Convention expanded the meaning of the Declaration of Independence, demonstrated that a few people can affect many, and advocated the need for human rights for all.

Primary Theme #1 (The Convention)

The First Women's Rights Convention held in 1848 in Seneca Falls was a pivotal event that changed history. It marked the formal beginnings of the continuing struggle for equal rights for women. The rights and benefits we enjoy today are a direct result of the efforts of the men and women who participated at the first convention.

Subthemes

A. As the site of the Convention, the Wesleyan Methodist Chapel stands as a monument to the struggle of the early women's rights activists and their desire to reform society based on the belief that all people benefit when everyone has the same basic rights.

B. The Declaration of Sentiments, presented at the Convention, gave voice to long suppressed feelings of discontent. It inaugurated a struggle by women for their human dignity and civil rights which continues to touch even those who have never thought of themselves as part of the reform movement. The Declaration's relevance to people seeking just societies around the world endures today.

Primary Theme #2 (The People)

The relationships among the early reformers of the 19th century were pivotal in bringing about the First Women's Rights Convention and the reforms related to women's rights.

Subthemes

A. Elizabeth Cady Stanton's personal experiences as wife, mother, educator and leader of the early women's rights movement illustrates how one person can identify and overcome barriers that dramatically affect the lives of all Americans today.

B. Two generations of the M'Clintock family used personal experience and a network of regional reformers to advance

women's rights, freedom for enslaved African-Americans, rights within their religious associations, and civil rights for all.

C. Jane and Richard Hunt, standing at the center of economic and social networks of Seneca County, demonstrate how economic ties were strengthened by social reform.

D. The varied life experiences of the organizers and participants at the First Women's Rights Convention enabled them to plan the convention and to address the grievances listed in the Declaration of Sentiments.

E. The Quaker religious perspective and experience in social reform enabled the organizers of the First Women's Rights Convention to plan the convention and draft the Declaration of Sentiments.

F. Frederick Douglass and other African Americans were integral to the success of the women's rights movement.

G. The partnership between Susan B. Anthony and Elizabeth Cady Stanton created a synergy and led a movement that changed the world.

Primary Theme #3 (The Sites)

The historic structures, landscapes and artifacts allow visitors to occupy the same space as the organizers and participants of the convention, and to appreciate more fully the enduring qualities of these special places.

Subthemes

A. Stanton House. The Stanton Household is the place where Stanton and her friends and family rose above everyday life to support each other in the struggle for equal rights for women.

B. Wesleyan Chapel. From a small gathering at this site, grew a movement that changed the role of women world-wide.

C. M'Clintock House. The network created through the family ties and extended family gave the Women's Rights Movement strength and momentum.

Primary Theme #4 (The Climate)

By 1848, religious, political, social reform movements and economic/educational conditions were right for bringing together in Seneca Falls, social activities, political reformers and interested neighbors to decide on a course of action to achieve equal rights for women.

Subthemes

A. Even though women's rights activists faced danger and ostracism while pursuing equality for women, more women in the labor force raised issues of rights to hold property, to work outside the home, and to be treated and compensated fairly. The position women occupied in law and society compared unfavorably with that of men.

B. Organizers' prior experience in abolition and other reform movements gave them skills, strategies, and arguments for gaining women's rights. Their interracial and cross class alliances allowed comparisons of women's condition in various settings.

C. Activism in the Quaker community presaged the issues of women's rights and political activism for civil rights while locally, in Seneca Falls, the Wesleyan Methodist Chapel provided sanctuary for free speech events. The religious reforms of the era invested moral authority in middle class women and the congregation.

D. Expanded communication and transportation networks allowed swift assembly and communication of women's rights and other activism.

E. The First Women's Rights Convention occurred within the context of the 1848 expansion of U.S. territories, the creation of a third party dedicated to free soil, and revolutions in several European countries.

Issues & Goals

Issues

Issues identified in 2002 included:

Preservation of primary resources

Preserve Wesleyan Chapel, complete M'Clintock House, reconstruct historic landscape, complete Chamberlain property, reconstruct Stanton House wings.

Maintenance of existing interpretive opportunities

Update exhibits, provide guide to second floor exhibits.

Provision of more interpretive opportunities

Complete wayside plan, install exhibits or furnishings in historic houses, provide walking/boating/auto tour, plan special events for annual Convention Days, plan interpretation at Hunt House.

Provision of effective educational programs

Complete education plan, provide curriculum,-based educational programming.

Provision of recreational opportunities

Provide benches, provide other recreational opportunities, provide alternative transportation to sites (water-borne)

Effective working relationship with partner organizations

Eastern National outlets at new sites, active partnership with other organizations.

Effective marketing of park resources and themes

Develop marketing plan, develop outreach programs.

(For a listing of issues considered in 1995 and 1996, see Appendix 4.)

Goals

A prioritized list of actions resulted from the discussion of issues.

1. Preserve Wesleyan Chapel
2. Update Visitor Center Exhibits
3. Complete Wayside Plan/Install Waysides
4. Complete Education Plan/Develop Programs
5. Complete M'Clintock House Setting
6. Establish Interpretive Outreach Programs
7. Create new 2nd floor exhibit plan
8. Install exhibits or furnishings in existing historic houses
9. Reconstruct Stanton Landscape
10. Complete Chamberlain Property (includes exhibits, sales area, landscape treatment)

In addition, other important actions were agreed upon, without prioritization. These included:

- Self-guided walking tours
- Reconstruction of Stanton House wings
- Interpretation of Hunt House
- Guide to second floor v.c. exhibits
- Driving or boating tour
- Alternative transportation to sites
- full calendar of events for Convention Days
- Marketing Plan
- Active partnership with other organizations
- EN outlets at M'Clintock and Chamberlain sites
- Benches
- Other recreational opportunities

Visitor Experience Goals

As a result of visiting Women's Rights National Historical Park, visitors will:

- understand that Women's Rights is preserved by the National Park Service and that the National Park Service preserves nationally significant historic resources throughout America.
- have experienced a connection with the formal beginnings of the Women's Rights Movement through the resources that are preserved here.
- learn that a small group of ordinary citizens, with sufficient insight, leadership, organization and determination can preserve and advance the course and ideals of democracy and human rights.
- understand that the Declaration of Sentiments set the objectives for the Women's Rights Movement in the 19th and 20th centuries and resulted in changes in law, custom and society.
- understand the legal and social conditions adversely affecting women that created the need for a convention to address women's rights.
- understand that the Seneca Falls Convention of 1848 was the formal starting point of the Women's Rights Movement that changed and continues to change U.S. and world history.
- know that the country's movement toward democracy did not end with the Declaration of Independence, the constitution and the establishment of the federal government.

Site Specific Visitor Experience Goals

At the **Wesleyan Methodist Chapel Complex**, visitors will have opportunities to:

- learn what women could not do in 1848 (vote, own property, have schooling, be responsible for their children's welfare, divorce, etc.).
- learn why the convention was held here, by these people, at this time.
- learn about the rights exercised to gain women's rights, and about the two constitutional amendments that resulted from the 1848 convention.
- experience a partial reconstruction as a preservation method.

At the **Visitor Center**, visitors will have opportunities to:

-
- become grounded in the historical events, ideas, people and context that took place here in Seneca Falls and Waterloo in 1848.
 - understand how the rights and benefits we enjoy today are the direct result of the efforts of the men and women who participated at the first convention, and how the Declaration of Sentiments has relevance today.
 - obtain orientation to park resources and services, as well as to other related sites.

At the **Stanton House Complex**, visitors will have opportunities to:

- learn about Elizabeth Cady Stanton's life and personal experiences before, during and after her residence in Seneca Falls, including involvement in the early women's rights movement.
- understand how she came of age intellectually and politically in Seneca Falls.
- learn how she used the entire home and landscape to reflect her domestic management philosophies, child-rearing practices, and her relationships with her neighbors.

At the **M'Clintock House**, visitors will have opportunities to:

- understand why the Declaration of Sentiments was drafted in this house by these people at this point in time.
- learn how the Quakers offered political and organizational skills to the women's rights movement.
- learn about the importance of architectural and historical preservation techniques practiced here by the National Park Service.

Through **Educational Programs**, students will have opportunities to:

- use pre- and post-visit activities geared to NYS curriculum standards
- learn about the responsibility of U.S. citizens to use their rights, including the right to free speech, freedom of assembly, freedom to petition, and freedom to vote.
- learn about the freedom of the press and the nineteenth century women's rights press through hands-on workshops at the printshop.
- learn that rights earned by the work of engaged citizens can and have been lost.

-
- walk in the historic district.

Visitor Profile

Existing Visitation

The opening of the Wesleyan Chapel and Visitor Center in 1993 began a period of increased visitation, from nearly 18,000 in 1991 to 35,000 by 1995, peaking at 75,000-80,000 in 1998, and dropping each year since then to nearly 20,000 in 2002. In 2002, park visitation dropped by nearly ten percent in context of a 12.5 million drop in visitation systemwide.

More than half of park visitors receive a ranger guided tour or view the park film. Tourist visits cluster in July and August (the anniversary of the 1848 Convention). Fewer than 1,000 visits are recorded during the winter months (December, January, and February). School groups make up roughly one-quarter of annual visitation, usually in early fall and late spring of each year.

Clearly the themes of the park, coupled with special events and conferences, attract many visitors, including scholars, who are specifically interested in gender and human rights.

As the following chart indicates, the orientation film, exhibits, statues, and nearby Wesleyan Chapel provide the backbone of the current visitor experience. Fewer than 20% of visitors see other park sites.

2002 Visitation

Total park visitation	19,325
Visitor Center	17,741
Park film	11,821
Education programs	2,959
Stanton House	3,909
M'Clintock House	295
Special events	1,221
Statue talk	1,782
Chapel tour	6,342
Suffrage Print Shop	5,009
Mail requests	144

Potential Visitation

Recreational visitors, institutional groups (i.e. foreign dignitaries brought by USAID, residents of local domestic violence shelters, etc.) and school classes account for the majority of current annual visitation.

There are several important categories of potential visitors that have not been targeted by marketing or interpretive programming. The list of groups currently underrepresented in park visitation below may be expanded on completion of the marketing plan recommended within this Comprehensive Interpretive Plan.

African-American groups interested in the underground railroad, the role of Frederick Douglass in the early women's rights movement, or African-American women in the women's rights movement

Farm children and families interested in the role of farmers and farming in the early women's rights movement (park is in an agricultural area)

Descendants of signers of the Declaration of Sentiments

Teachers and educators interested in hands-on curriculum materials for use in their classrooms (social studies and history teachers at local graduate schools)

Recreational visitors interested in performing arts demonstrations, water-borne transportation, or outdoor activities related to park themes.

Existing Facilities & Media

Resource Ranking

Park Resource Priorities

1. Wesleyan Chapel/Declaration Park
2. Stanton House and Grounds
3. M'Clintock House and Grounds
4. Hunt House and Grounds
5. Visitor Center
6. Chamberlain Site
7. Maintenance Area
8. Education/Printshop
9. Young House
10. Neis Property

Visitor and Operational Ranking

1. Wesleyan Chapel
2. Visitor Center
3. Maintenance Facility
4. Education/Printshop
5. Elizabeth Cady Stanton House
6. M'Clintock House and Site
7. Hunt House
8. Chamberlain Site

Existing Conditions & Programming

(For a more complete description of the history of each resource/facility, see Appendix 5).

Wesleyan Methodist Chapel & Declaration Park

Site of the First Women's Rights Convention.

The redevelopment of the Wesleyan Methodist Chapel was completed in 1993. All original fabric is retained in place and preserved; the Chapel is open to the elements and lit at night. Signage on the surround wall gives the history of the building. A stepped seating area is adjacent to the Chapel on its north side. The Declaration of Sentiments text is visually accessible at all times on a waterwall to the west of the Chapel on the other side of Declaration Park; in summer months, water flows over the Declaration text.

Adult and school groups attend tours of the Chapel and Declaration Park focussing on the First Women's Rights Convention and on historic preservation.

Declaration Park includes the designated free speech area for the Wesleyan Chapel. Public performances, living history programs, and public rallies on a wide variety of topics have been held at Declaration Park.

Visitor Center

The park's administrative headquarters and Visitor Center are housed in a historic structure at 136 Fall Street.

The Visitor Center is open year-round from 9 a.m. to 5 p.m., with longer hours in summer as budget allows. It is the entry point for visitor orientation, information, and introduction to the park story and resource significance. Functions on the first floor of the Visitor Center include visitor orientation and information, cooperating association sales area, rest rooms, auditorium with an interpretive film, and exhibit area. The second floor contains exhibits and a public meeting area. Interpretive programs on park themes are offered inside the Visitor Center.

A small visitor parking area is on the north side of the Visitor Center. Nearby street parking is also available.

Stanton House & Grounds

Home of convention organizer and significant figure of the early women's rights movement. The extant core of the house has been restored to its period appearance. The landscape provides context and illustrates Stanton's domestic management philosophies. A small nearby lot provides parking for visitors.

Operating hours at the Stanton House vary by season. Park staff offer scheduled tours, and conduct school group programs. Although the house is sparsely furnished at present, programs offered at the house give visitors a true sense of the busy, energetic place the house was during the Stantons' residency.

M'Clintock House & Grounds

The Declaration of Sentiments was drafted here by

convention organizers. The built environment provides context of M'Clintock business and reform activities. The M'Clintock House is open weekends from May to August.

The M'Clintock House is restored to its period appearance; nearby offstreet parking is available. Reconstruction of the south wing is planned to provide ADA accessible restrooms, fee desk and EN sales area. Historic furnishings and exhibits based on proposals outlined in the CIP are scheduled to be completed in 2003.

Hunt House

The Hunt House and landscape are being maintained in their current condition. Treatment of the Hunt House will depend on findings of required research and on GMP directives. A recent addition to the park, the Hunt House is used for receptions and special interpretive events. In 2002, a draft Cultural Landscape Inventory was completed. The National Park Service will complete the Historic Structure Report, Historic Resource Study, and Archeological Survey as expeditiously as possible.

Chamberlain Property

Fronting Van Cleef Lake and across the road from the Stanton House, the Jacob P. Chamberlain property was purchased to provide canal-side access to the Stanton site, as well as orientation and visitor comfort facilities. A preferred development concept received NEPA and 106 clearance pending an archeological survey and historic structure report. These were completed in 2002.

Educational Programs

Offered educational opportunities do not currently meet NPS standards for educational programs. An Education Plan is scheduled for completion in Spring, 2003. A cooperative agreement with the National Women's Hall of Fame funds a position to assess programs, teacher needs, and possible educational programming in conjunction with the Hall.

Existing programs include scavenger hunts to help 4th grade and middle school students gain knowledge and understanding of the impact of the Women's Rights Convention on the 20th century; a hands-on printshop program to allow students to learn about 19th century Seneca Falls residents and about the role of the press in

social reform movements; a role-play of the Declaration of Sentiments used by one school district to create personal connections to the signers of the Declaration; and girl scout and junior ranger programs.

Cooperating Association Activity

Eastern National operates an outlet in the Visitor Center lobby. In FY 2002, the store generated sales of nearly \$92,000. The store extends the interpretive message of the park through items related to the National Park Service, the local area, and the women's rights movement and provides donations to the park to support interpretive planning, training, and programming.

Interpretive Partners in Seneca Falls and Waterloo

The rich local historical heritage is showcased through the efforts of several interpretive partners:

The National Women's Hall of Fame

The Seneca Falls Historical Society

The Seneca Museum of Waterways and Industry

The Village of Seneca Falls Heritage Area Visitor Center

The Village of Waterloo Terwilliger Museum

Other Sites with Similar Interpretive Themes

The following local and national sites have ties to the stories told at Women's Rights NHP:

Johnstown (New York) Historical Society (Stanton's home town)

Gerrit Smith National Historic Landmark, Peterboro, NY

Matilda Joslyn Gage Home, Syracuse, NY

Harriet Tubman Home for the Aged National Historic Landmark, Auburn, NY

Frederick Douglass National Historic Site, Washington, D.C.

Sewall-Belmont House National Historic Site, Washington,
D.C.

Susan B. Anthony House National Historic Landmark,
Rochester, NY

New York State Freedom Trail (Underground Railroad sites)

Other Partners

The following organizations and agencies have cooperated
with previous interpretive ventures:

Elizabeth Cady Stanton Foundation
Seneca Falls, New York

Friends of Women's Rights National Park, Inc.
Seneca Falls, New York

Numerous local colleges and universities assist with interns,
joint projects, or conferences.

The National Collaborative for Women's History Sites
a new organization intended to bring resources and
public awareness to sites associated with the history of
women. The park is a founding member of the
collaborative.

The Organization of American Historians has worked with the
park on national conferences, teachers' magazines, and
articles about the park.

Seneca County Chamber of Commerce
Seneca Falls, New York

2002 staffing and budget

Staffing

Staffing for interpretation in FY 2002 totaled 14 positions or 6.7 FTE

Of those, 7 positions or 5.2 FTE were permanent and 7 positions or 1.5 FTE were temporary.

Of the park's total FTE, 31% was devoted to interpretation.

The park had 9 volunteers who donated .6 FTE for interpretive programs or purposes.

Budget

The FY 02 budget for interpretation (ONPS) totaled \$364,793 or 35% of the total park budget.

\$ 0 was allotted to the volunteer program.

The cooperating association donated \$ 7416 for the superintendent's account, the donation account, and summer salaries.

The sum of these accounts equaled \$372,209.

For a more detailed description of staff assignments and program costs, see Form 10-769, the Annual Interpretive Program Report, in Part 3 of the Comprehensive Interpretive Plan.

Part 2:

Future Interpretive Program

Interpretive Program Recommendations

Parkwide Recommendations

Signage Plan

Visitors consistently express their frustration at not being able to find the park visitor center or various park sites. Uniform directional signage is necessary to provide clear routes. This will require coordination and cooperation from local municipalities and state agencies, but should be a high priority for park management.

Wayside Plan

The inability of visitors to receive information about park sites unless a ranger is available means that resources are uninterpreted much of the time. Since 1995, there has been general agreement that site-specific waysides are needed at each site, as well as orientation waysides to include all park sites. A wayside plan should be completed as soon as possible, and waysides established at each site.

Historic Furnishings

Historic furnishings, original, period and reproduction, will be used at historic houses to convey a sense that “real people” inhabited them. At the Stanton House, original furnishings associated with Elizabeth Cady Stanton will be displayed, with a preference for items from the 1847-1862 period of residence. The M’Clintock House will include original furnishings, when they can be obtained, period furniture to give a sense of activities in various rooms, and a reproduction of the mahogany table now held by the Smithsonian Institution. In the Hunt House, period furnishings will be used in the parlor, though the furnishing plan may be reconsidered at the time of the GMP Amendment. No furnishings of any type will be displayed in the Wesleyan Chapel. Visitor benches may be provided for visitor safety and comfort.

Education Plan

An education plan is an integral part of all Comprehensive Interpretive Plans. A new focus on education programs at the regional and national levels, including new reporting requirements, supports park efforts to further increase the only segment of annual visitation currently on the rise. A cooperative agreement with the National Women's Hall of Fame will provide support for increased programming at the park and the hall.

Interpretive Media/Visitor Center

Park staff expressed general agreement that inoperable media at the visitor center should be repaired or updated as soon as possible.

Site-specific Recommendations

Interpretive opportunities are meant to teach, inspire, use multiple learning styles, and facilitate a connection between the visitor and the resource. These vary by site. Recommendations are considered at length in Appendix 10.

Library and Collections Needs

Maintenance of the library and collections fall under the curator's responsibility. The historian advises about the appropriate purchases for the library, whose main use is staff research for interpretive programs. Other uses include cultural resource research, storage of interpretive files and old exhibits, and slide and photo files.

Library

Finalize scope of collection to guide future purchases.

Remove exhibit files and other non-library materials to become part of the resource management collection or to be documented and discarded.

Assess resource files, slide files, and photo files for usefulness in supporting interpretive programming; where necessary, discard or update.

Store and maintain resource studies (entered into CRBIB) separately. Place copies in library for staff use.

Collections

Complete the Collection Management Plan addressing custodial care of collections.

Finalize Scope of Collections; Limit collecting activity to families represented by park sites and/or associated with the 1848 convention.

Identify, purchase and install appropriate furnishings in M'Clintock House.

Document M'Clintock family holdings and arrange for their loan and display.

Rehouse collections and complete backlog cataloging.

Install temporary exhibits featuring WORL collections.

Research Needs

Research needs fall in two categories: research to support resource preservation, and research to support interpretive programming. In many cases, resource preservation research provides a baseline for interpreting a structure or landscape. The historian is primarily responsible for planning and completing resource preservation research and for assisting with interpretive programming research, which is primarily done by ranger staff.

Prepare a research plan that prioritizes completion of resource preservation research

- Administrative History
- Determinations of Eligibility Young/Chamberlain
- Stanton Archeological Overview and Assessment
- Stanton CLR and Treatment Plan
- M'Clintock Archeological Overview and Assessment
- Hunt Archeological Overview and Assessment
- Hunt Historic Structure Report
- Hunt Historic Resource Study
- Hunt CLR/Treatment Plan
- Parkwide Historic Resource Study
- Ethnographic Resource Inventory

Survey literature on signers.

Recommend temporary exhibits.

Review research for park exhibits and programs.

Plan conferences related to park themes.

Assist with other NPS projects related to park themes with background research, including revision of *A Common Ground: Interpreting Women's History in the NPS*.

Interpretive Staffing/Media Needs

Interpretive Staffing

The redirection of the National Park Service to a computer-based, skills-based organization has meant increasing hours given to planning and reporting, and less hours to programming. This trend is not likely to change in the next five years, while the park hopes to open and staff at least one new facility.

Evaluate current division of labor to focus on achieving goals that support non-personal interpretation; reassign work as necessary to achieve those goals.

Assign interpretive volunteer recruitment and training to GS-9 ranger to increase options for personal services.

Complete permanent/seasonal hiring plan to address loss of ONPS base funds; evaluate fee demo funded summer staff v. year-round STF staff.

Explore job-share with local state parks and federal agencies.

Secure funding for student intern programs to support educational programming.

Media Needs

Park staff identified a number of areas where visitors are underserved by current non-personal interpretation.

Complete update of visitor center audiovisuals using fee demo funds as soon as they are available.

Develop audiotape tours of the Stanton/Chamberlain area and the Wesleyan Methodist Chapel/Waterwall area.

Develop and install waysides at the VC/Chapel area, M'Clintock and Stanton using fee demo funds.

Install M'Clintock exhibits with whatever funds can be found.

Implementation Plan

Pre-Visit/Transportation

- Develop market survey
- Develop marketing plan
- Directional signage plan
- Develop pre-visit information plan
- Re-assess orientation materials
- Provide up-to-date website
- Develop a transportation plan (auto/boat)
- Develop canal-oriented visitor facilities and signs

Park wide

- Develop parkwide wayside plan
- Install waysides
- Develop volunteer program
- Develop historic furnishings

Visitor Center/Chapel

Visitor Center

- Develop audiotape tours
- Identify statues with signage
- Reformat park orientation/film
- Develop photo wall interpretation
- Update exhibits
- Develop 2nd floor exhibit plan
- Develop temporary exhibits
- Develop exhibit-based educational programs
- Develop theme tours of statues and exhibits
- Develop new publications
 - Exhibit time line
 - Teacher led guide
 - Husbands of the convention organizers

Chapel

- Develop site bulletin
- Develop an audiotape tour

Provide tours
Produce special events in amphitheater

Stanton/Chamberlain Complex

Chamberlain House

Study Chamberlain House use
Explore options for joint management
Develop parking for 3 busses and 15 cars
Develop docking facilities
Develop picnic shelters, benches and restrooms
Develop an audiotape tour
Design Stanton/Chamberlain brochure
Develop exhibits at visitor contact facility

Stanton House

Assess use or removal of the ranger station
Remove 1901 garage
Remove Neis house
Display Stanton-associated furnishings
Develop temporary exhibits
Develop audio-visual program
Develop costumed interpretation
Study self-guided tour options
Develop environmental education programs

M'Clintock House

Furnish House with period furnishings, reproductions and originals
Reproduce and display mahogany table
Develop removable exhibits
Develop preservation exhibits
Provide alternative programming
Evaluate self-guided/audio tours
Produce site bulletins
Develop sales items
Staff house and sales area
Produce special tours
Seek furnishings from descendants
Explore joint programming

The Hunt House

Complete cultural resource research

Provide special programs/receptions

The Educational Program

- Continue work under cooperative agreement
 - Complete school questionnaire
 - Assess curriculum ties
 - Produce draft programs
 - Test and Evaluate programs
- Complete Education Plan
- Produce teacher-training conferences
- Include diverse perspectives in programs
- Include curriculum ties in programs
- Provide educational materials on website
- Develop ranger-led educational activities
- Develop preservation-based jr. ranger programs
- Develop scout programs
- Test afterschool and weekend programs
- Test outreach programs
- Create targeted programs
- Revive teacher advisory committee
- Recruit partners to assist with conferences
- Provide educational materials in sales areas
- Assess and incorporate Friends-created programs

The Post-Visit Experience

- Provide passes that allow repeat visits
- Develop material to reinforce park experience
- Develop sales materials
- Develop post visit materials and place on website

Library and Collection Needs

- Finalize scope of collection
- Remove exhibit files and other non-library materials
- Assess resource files, slide files, and photo files
- Store and maintain resource studies (entered into CRBIB) separately
- Complete the Collection Management Plan
- Finalize Scope of Collections
- Limit collecting activity
- Identify, purchase and install appropriate furnishings
- Document M'Clintock family holdings
- Rehouse collections
- Complete backlog cataloging
- Install temporary exhibits featuring WORL collections

Research Needs

- Prepare a research plan
- Survey literature on signers
- Recommend temporary exhibits
- Review research for park exhibits and programs
- Plan conferences
- Assist with other NPS projects

Staffing/Interpretive Media Needs

- Evaluate current division of labor
- Assign volunteer recruitment and training
- Complete permanent/seasonal hiring plan
- Explore job-share with local parks
- Explore funding for student intern programs

- Complete update of visitor center audiovisuals
- Develop audiotape tours
- Develop and install waysides
- Install M'Clintock exhibits

Planning Team

Core Team

Nancy E. Watts, acting superintendent, Women's Rights NHP

Vivien Ellen Rose, chief of interpretation, Women's Rights NHP

Russ Smith, chief of Interpretation, Philadelphia regional office, Team Captain

Interpretive Planning Workshop Participants, July 2002

Russ Smith, chief of Interpretation, Philadelphia regional office.

Nancy E. Watts, acting superintendent, Women's Right's NHP

Women's Rights National Historical Park Staff

Vivien Rose, Chief of Interpretation,

Anne Derousie, Park Historian

Robert Fenton, Facility Manager

Jamie Wolfe, Park Ranger

Dorothy Fenton, Superintendent's Secretary

Marcia Lerkins, Administrative Officer

Beth Frank, Administrative Technician

Marie Queener, Eastern National Site Supervisor

Charles Taylor, Maintenance Mechanic

Benjamin Secor, Maintenance Worker

Guy Hock, Maintenance Mechanic

Ronald Naragon, Maintenance Worker

Penny Sutterby, Maintenance Worker

Mary Kelly Black, Program Assistant

Jerry Simpson, Laborer

Jude Pfister, Curator

Jack Shay, Park Ranger

David Malone, Park Ranger

Andrea DeKoter, Park Guide

Gaylynn Welch, Park Guide

Patricia Lindor, Park Guide

Jessica Queener, Park Guide

Elizabeth Povero, Park Guide

Teresa Kalloch, Program Assistant

Partners

Becky Bly from Woman Made Products and Coalition for Lesbian Visibility
Billie Luisi-Potts from the National Women's Hall of Fame
Lynn Patti from the Waterloo Library and Historical Society
Fran Caraccilo from the Seneca Falls Heritage Area
Kay Weed from the Mary Baker Eddy Exhibit
Wilhelmina Pasmucans from the Sculpture Trail
Susan Goksu from the Seneca Museum
Denise Champagne from the Finger Lakes Times
Fran Barbieri from the Seneca Falls Historical Society
Lori Barnum from the Susan B. Anthony House
Shannon Risk from the Susan B. Anthony House
Anwei and Henry Law from the IDEA Center for the Voices of Humanity
Casey W. Barduhn from the Romulus Central School District
Marilyn Bero from the Board of Directors of the National Women's Hall of Fame
Philamena Cammuso from the Seneca Falls Historical Society

Appendix 1

Park Goals (from Park Goals & Vision Workshop)

Funding, Staffing, and Administration

The National Park has adequate funds and staff to protect, preserve and maintain those buildings, structures, sites and collections that tell the story of the struggle for women's rights. The park works cooperatively with its partners to identify and pursue other funding sources.

Interpretive and Visitor Experience

The park and its partners tell compelling stories of the beginning of the struggle for women's rights and place the story in the context of North American social, political, and economic history, and provide opportunities for provocation, inspiration and insight to a wide variety of audiences. Interpretation is based on scholarly and academic research, and represents multiple points of view.

Visitors will be given the opportunity to make informed choices concerning the types and level of information they wish to receive, will be welcome to the park as if it were their home, and will receive accurate and courteous answers to any and all questions.

Marketing and Image

Through a proactive public relations program, the park has the capability to aggressively market the message, themes and resources available at the sites on a national and international scale, thereby conveying the message to the public that the park and its story are important to everyone.

Educational Programming

Educational programs are based on park resources and themes.

The park's education center is self-sufficient and operated through a cooperative effort between public and private entities. Year-round educational programming is based on a long-range and comprehensive plan that targets many different grade levels and audiences, uses multi-modal technology, and is fun, relevant and challenging.

Park Planning and Development

All properties identified within the park's general management plan have been acquired, and are restored, preserved, and/or adaptively re-used. The park works closely with local government agencies and other organizations to preserve the heritage and historic setting of Seneca Falls, including the development of appropriate cooperative agreements. Strategies for planning and development are developed within the context of the park being part of both a regional and national network of women's rights sites, and part of the New York State Canal corridor. The park and appropriate partners develop a transportation system to link sites and communities through waterborne and land based methods--tour boats, hiking/biking/walking trails, etc.

Park operations, facilities, programs and functions will be models for use of sustainable design, planning, construction, development, access and maintenance practices. Actions which foster environmentally and socially compatible developments or enhance sustainable practices will be encouraged and supported.

Partnership

There is an active and dedicated cadre of volunteers and docents that are recruited and trained to assist in many phases of park operations and enhance existing programs and activities.

Partnerships are formed with local, state, national and international entities for park interpretive, educational, and cultural resource management programs; fundraising; special events; development; and marketing. The park also is a part of and supports local and regional economic development and tourism strategies, and works towards ensuring that adequate food, lodging, and conference facilities are available.

Appendix 2

Site-specific Visitor Experience Goals

At the Wesleyan Methodist Chapel Complex visitors would have opportunities to:

learn about the 1848 convention, why convention was held here, by these people, at this time.

participate in activities and cultural events related to park themes consistent with preservation of the resource.

contemplate the meaning of the 1848 convention and events.

feel the "power of place" inherent in the Wesleyan Methodist Chapel.

learn about preservation and stewardship of resources.

see the spatial relationships between the Chapel and the historic district.

understand why the Chapel and its environs looks the way they do.

At the Visitor Center visitors would have opportunities to:

obtain orientation to park resources and services, as well as to other related sites;

become grounded in the historical events, ideas, people and context that took place here in Seneca Falls in 1848;

understand how the rights and benefits we enjoy today are the direct result of the efforts of the men and women who participated at the first convention, and how the Declaration of Sentiments has relevance today;

remember their visit and to continue learning about park resources and themes after they leave;

participate in cultural events and community activities.

At the Stanton House complex, visitors would have opportunities to:

learn about Elizabeth Cady Stanton's life and personal experiences before, during and after the time period she lived in Seneca Falls.

understand how she came to age intellectually and politically in Seneca Falls.

learn about Stanton's and Anthony's relationship and partnership.

arrive by boat/water.

obtain information and orientation on visitor support services and make links to the community.

learn how she used the entire home and landscape to reflect her domestic management philosophies, and her relationship with her neighbors.

enjoy a variety of recreational activities which are consistent with park values.

experience a sense of Stanton's presence in the house through the use of selected furniture/artifacts and vignettes.

learn about preservation and restoration philosophies.

At the M'Clintock House, visitors would have opportunities to:

learn and understand the relevance of the Declaration of Sentiments to the people who wrote it, to the convention participants, and to individual visitors.

understand why the Declaration of Sentiments was drafted in this house by these people at this point in time.

see the original table and the physical environment where the Declaration was drafted.

experience and understand the role of historic preservation techniques in peeling back the overlays of decades and restoring buildings.

arrive at the house by boat/water.

Appendix 3

Focus Groups

(Please note: these groups were conducted in 1996. By 1998, the brief orientation video was added to a laserdisc version of the park film, and a visitor desk had been inserted between the main doors and the statue grouping.)

Historian Focus Group, July 16, 1996

On Tuesday, July 16, 1996 a group of well-know women historians came to the park to view and comment of the Visitor Center. Most had been to the park before but not all had seen the Visitor Center. Some worked on the enabling legislation. They included Arnita Jones, Ex. Dir., Organization of American Historians, Gail Dubrow, University of Washington, Page Miller, Ex. Dir., Coordinating Committee for the Promotion of History, Judith Wellman, SUNY-Oswego, Mary Rothschild, Arizona State University.

After brief introduction, two questions were asked prior to discussing the Visitor Center. One focused on other sites with comparable exhibits that the historians had visited. They identified the League of Women Voters exhibit, Smithsonian exhibits, exhibits at Lowell National Historical Park, Political History of US exhibit at University of Hartford. An additional question related to the historians' hopes and fears for what they would find at the park. Responses included two fears: that the exhibit would leave out the experience of African-Americans and other people of color; the other was that the exhibits would hold too closely to the convention as an event and not incorporate later women's history. Both fears were unfounded. Several hoped that the Chapel would be compelling and engaging and that the design would create a sense of place. The Chapel discussion centered around problems relating to the design.

The schedule included an introduction and goal setting presented by the superintendent, followed by a morning of viewing time. The historians viewed the Visitor Center and Chapel as though they were regular visitors. They spent the afternoon discussing what they saw and making recommendations for improvements.

The first discussion related to **signage** of the park. Most of the historians had difficulty in finding the Visitor Center. This led to a list of signage recommendations.

The next area discussed was **visitor orientation**. The discussion centered around the physical location of orientation, the role of the ranger, the current orientation video which gives a good listing of places to visit, and the purpose of orientation. Recommendation were listed.

A long discussion was held on the **Chapel**. In general, the design of the Chapel did create a sacred place. The Chapel had the feeling of an outdoor pavilion that was still under construction. It didn't seem like a church. Participants felt that something was needed to orient the visitor to the original space. Several suggestions are listed under recommendations.

The **statues** made an impression on the participants, but like the general visitors they felt that they needed to be identified and placed with a context. There was a discussion concerning their diminutive size. In the end, consensus was that the size did make them accessible to children. Several suggestions for placing the bronze figures in a context are listed in the recommendation section.

Participants liked the **film**. They felt that the use of children and letters were interesting interpretive devices. The content created room for those with different expectations, and participants felt the film spoke to different age groups. Recommendations related to technical issues.

The **75th Anniversary Tower** was briefly discussed. In general, the location of it made it difficult to view. It was awkward having it located outside of the doors to the theater. The people in the portraits probably are not known to most visitors and there was not enough explanation about them. A historical inaccuracy was noted.

In general, comment on the first floor use of space indicated that some changes were needed. A better use of wall space to enhance the statues and a major change in orientation was needed to help the visitor focus on the themes and know what and how to view the exhibits. The bookstore was seen as a very friendly space on the first floor.

Participants felt drawn to go up the **staircase**. It is an exciting and thought provoking exhibit. A concern was raised about how the text marries with the visuals. Recommendations centered around providing attributions for quotes and objects, and adding information about the people in the photographs and the three-dimensional objects.

The second floor exhibits dealt with the broader reform movement and social reform. It was felt that the exhibits challenged a traditional view of history and presented the theme of what are rights?, how do we get them?, who defends them?, how do we protect them? There was flexible organization to the exhibits that was both a plus as well as a challenge. It was a plus because they could be viewed in many ways and in any order. It was a challenge to visitors who might not have a clear understanding of what to look for. However, the tiered labeling offered something for the casual visitor as well as something for the information junky.

The interactive exhibits offered something to visitors of all ages. The laminated books offered something for young children as well as a wealth of information for

older visitors. The point/counterpoint exhibit was a good way to approach a lot of sensitive issues. Some comments were expressed on the quality of the position statements. A couple of the interactive ones were not working correctly and the question of maintenance was raised.

The wall where you can leave a comment was seen by all as a super idea. A suggestion was made that a more permanent record of these comments would be interesting to visitors.

A misspelling was noted. In the 1920-1945 section Nellie Taylor Ross should be Nellie **Taloe** Ross.

Overall, participants really enjoyed the diversity and multi-cultural feel to the second floor exhibits. They liked the way that they reinforced the themes of the park, the richness of the visuals, the tiered labeling, and the interactive exhibits.

Recommendations

Signage

- needed on ALL levels
- add more Thruway signs
- add sign at the crossroads of 414, 5, & 20
- signs on the road on which VC is located
- building signs that can be read more easily

Chapel

- There was a difference between the expectation and the reality
- Few clues remain of the original space, what it looked like, what it felt like, does not give feeling of the event. Some orienting podium is needed
- Add pews to give a feel of the place and as a resting, reflection spot
- On floor, add markers to show how a typical Wesleyan Chapel is laid out
- Add a timeline of the building itself and its reincarnation; evolution of the use of the building over time (Laundromat etc.)
- Need to add something that connects the event with the physical structure.
- Add something in front of amphitheater to show the original end point of the building. Amphitheater grows out of the church.
- Add a graphic or a crowd of statues out in front showing entering or leaving the convention. Evokes excitement, shows dress etc.
- Add photographs that would show what this type of church looked like (dated Sunday School teachers photograph could be used)
- Need a ritual, sit on a bench, write something, sign something; way to leave a personal mark on site (suggestion: women's movement passport)
- Use pavers to create a center aisle. People could donate in memory of a woman special to them.
- How is the amphitheater used?
- Show revival movies projected on the wall
- Bring people in to establish good will

i.e., Fremont Merchants Assoc. in Seattle
Have more dramatic presentations like Jane Curry's "Nice Girls Don't Sweat!"
Good place to work with partners

Orientation

Where does visitor orientation take place?
Move the current orientation space, saw it by happenstance
Add signage and move it
Switch with bookstore space
Front desk in front of door
What happens in visitor orientation
Video describes things to do
Add interactive piece that would let individual find out what they know and
key them into the main themes in the exhibit.
To pique their interest have a Did you Know? segment or a Believe It or
Not segment
Needs to be active, keep own score so not embarrassed
Use current statistics so visitor knows that most people do not have
this type of knowledge base

Statues

Identify them
Use the wall behind them to add a visual of the Chapel
As they are they are a metaphor for the invisibility of women's history
Use lighting to highlight individuals
Add information about individuals on side wall
Use white wall to create a context for the statues

Film

Good film, good content
Liked use of kids voices
Liked use of letters back and forth between brother and sister
Correct synchronization of close captioning
Tap sources who donate funds for projects for hearing impaired
Check with local newscasters - can they help put the captioning on film
Use space to show other films

Collage

Needs signage
Add attributions for quotes and date them, if unknown, state
unknown
Some are identified and others not - what kind of message does that
send? Devalues women to use their words and not identify them
3D objects - add attributions
Replace objects with ones you have information on, add compelling
stories

Use brochure to start
Waist high stand in front of object or photo
Add a reader rail for the staircase
Add an interactive touch screen or CD-ROM at the bottom of stairs that
highlights different artifacts and photos and lets visitor select which ones
to learn about

Second Floor

Themes implicit in the materials presented:

1. Women's control over own bodies
reposition fashion exhibit and voluntary motherhood
2. Changes in women's life cycles
change over time
marriage age
number of children
life expectancy after majority
pay equity (excellent section)
3. Development of women's public skills
movement became the method - abolition, religious revival, temperance
all of these movements taught women the skills needed to function publicly
4. Evaluation of women in politics
women didn't just acquire rights, they changed society,
redefined the political process, the political agenda and objectives
linked to reform movements
central to what citizenship is

Exhibits:

- Add ranger guided tours
- Give visitor an identity/range of women types/ and activity to do in exhibits
- Move the exhibit with mirrors - what if you were president etc. to another space and put life cycle exhibit in its place
- Liked how multi-cultural it is - includes many culture not just white and black
- Liked the 3 tiers of labels
- Liked how the interpretive themes were keyed into Dec. of Sentiments and way this exhibit brings issues to contemporary relevance

Water Wall:

Cannot operate 9 months of year; expensive

Visitor Focus Groups, July 1996

Purpose

The purpose of this evaluation was to learn about visitor experiences in the Visitor Center. Specific areas of concern focused on the following objectives:

- to learn where visitors are from;
- to learn how visitors heard about the park;
- to learn the method and level of visitor orientation;
- to learn about the visitor exhibit experience on the first and second floors;
- to find out what most significant ideas visitors take away with them; and
- to learn visitor suggestions for improvements.

Methods

These focus groups were not scheduled in the sense that they followed a tour. The focus group facilitator extended a personal invitation to each visitor contacted. There was a slight variation in the timing of the invitation in an attempt to increase visitor participation. However, the text of the invitation was the same for all.

“Women’s Rights National Historical Park is interested in finding out what its visitors think about the Visitor Center and how it can be improved. The best way to do this is to talk directly with you, the visitor. We need your comments and ideas. I invite you to join with other people to talk about your experience here today in the Visitor Center. It will take only 15 minutes. We will go upstairs and sit down in the conference room and I have a cold drink of lemonade and a small token of our appreciation. So please join me ...”

The first variation of the process was to extend the invitation when visitors were exiting the second floor exhibits. The second involved walking around the exhibit and extending the invitation for a time approximately 15 minutes in the future. A reminder was given when it was time. The third was to extend the invitation when visitors came up the stairs from the first floor. During the first day these tactics netted four focus groups of two people each.

The following day the invitation was extended using the second method with the addition of an announcement over the public address system that the group was to convene. Because first group of the day was the largest, this method was used all day long.

Once the invitation was extended and accepted the visitors were escorted on the elevator to the third floor conference room. There they were offered a cup of cold lemonade and were asked a set of questions. The questions used for each group did not vary. Probing or follow up questions were used when necessary for clarification. At the end of the meeting each participant was thanked and received

a post card as a token of appreciation. All focus groups were taped.

On Saturday, six focus groups were offered and four occurred. However, those four involved only 2 visitors each. On Sunday, five focus groups were offered and four occurred. The size of these groups varied, 6,1,2, and 5 members. On Monday, two focus groups were offered and one group of 6 participants was held.

Because one of the objectives was to learn about the exhibits in the Visitor Center first and second floor, all invitations were made on the second floor. Of the visitors who were invited many did not want to take the time out of their visit to participate. Others commented that they were not comfortable expressing their opinion. Still, for others who came in a small family group, it was necessary for all to want to participate in the group or none of them participated. Another challenge is that not every visitor views the exhibits on the second floor. Therefore, many visitors were not invited to the focus group.

Focus Group Questions

All visitors were asked the same set of questions. Sometimes they had answered the next in the previous one. Therefore, the question was not repeated by the facilitator.

Where are you from?

How did you find out about this park?

Think about how you were introduced to the park when you came into the Visitor Center. Can you describe for me how that happened?

Did you find that your introduction clear and readily available?

What suggestions do you have to improve the visitor introduction?

Think about what you saw on the first floor of the Visitor Center. What did you like best about what you saw downstairs on the first floor?

What did you like least about the first floor exhibits?

I would like you to think about the second floor exhibits you just went through.

What did you like best about the second floor exhibits?

What did you like least about the second floor exhibits?

How could the exhibits be improved? What do you think would make them better?

Tell me one memorable thought or idea you are taking away with you from this Visitor Center.

Results

Participants

Nine focus groups were conducted involving a total of 28 people. These included 12 social groups of family and friends. More than half of these visitors were from New York state but there were others from Pennsylvania, Vermont, Indiana,

Connecticut, and Massachusetts.

Most of the participants had Women's Rights NHP as a destination point for their day. Only one group of four family members were casual visitors who drove by and decided to stop. Even this group had read about the site in a travel folder. As one participant stated "I've known about it a long, long time. We pass this way when we go to relatives. We actually stopped last Sunday morning at 6:00 AM to read the hours so we could catch it on the way back." Another stated, "I had heard about Seneca Falls just from knowing about the women's movement and I went to a lecture...given by Lynn Sheer, a reporter...she said go to ...see the park and I thought all right we were visiting the Finger Lakes and so I said let's go." Other reasons for visiting included researching for teaching, publication, or course project, and personal interest.

Orientation

There were three questions relating to visitor orientation. They addressed how orientation happens, its availability and clarity, and recommendations for improvement.

Most of the visitors were positive and extremely complimentary about their orientation. Most felt that the ranger greeted them in a friendly way but did not feel that they were being smothered by information. As one visitor stated, "I think this one gets it just right..."

Others commented on the value of the orientation film. "The little bit that was shown in the film was enough to entice us to want to continue..." stated one visitor.

When asked if the introduction was clear and readily available all but two visitors responded that they got a personal greeting immediately upon entering and that the combination of personal greeting, information sign, and orientation video was excellent. Two visitors had arrived when a tour was leaving and did not get a personal introduction to the park. They felt they had gotten lost in the crowd for a minute.

When asked about improvements to the orientation process most visitors either had nothing to offer or took this as an opportunity to complement the park and park rangers on doing an excellent job at orientation. However, one group felt that the orientation film was hidden out of the way and could be easily missed.

Exhibits

The main focus of the this focus group discussion was to discover visitor reaction to the exhibits on the first and second floor - what they liked and didn't like, and how exhibits could be improved.

First Floor

The most commented on section of the first floor exhibit area is the statues. Comments such as “I think the statues grab your attention right away.” “They are eye catching and you are drawn right to them”, and “I felt as though I were with them. I even stood back because I felt as though they would actually breathe on me.”

The statues were also the objects of the most criticism about this exhibit area. People want to know who the individual are who are portrayed in bronze. One visitor summed it up by stating, “I didn’t see a chart but it would be helpful. It might spoil the effect to put a name on them or [have] something to hand out.”

The graphics and quotes along with the 20 minute film were mentioned as the other best liked segments of the first floor exhibits. One visitor summed it up this way, “All the things on the wall and how it is about all women, not just racial.” None seemed disturbed by any of the images, including the one of a woman holding a sign that says “Black lesbian feminist.”

Second Floor

Comments on the second floor exhibits were more wide spread but here again patterns do emerge. The interactive exhibits were mentioned both as a plus and a minus. On the plus people really enjoyed giving an opinion, listening to someone speak, or as one participant stated, “We’re having a lot of fun with the interactive exhibits. People do like to push buttons.” Participants liked to be a part of the exhibit.

The interactive exhibits also brought out criticisms both in content as well as in technology. One participant commented that there was too much information on the screen or it took too long to listen to a story. Another commented on the fact that she felt the video with the cartoon contained some words that were inappropriate for her child. She would have liked a warning notice. The loudness of the voice on the telephones was a complaint of one visitor. She wondered if a volume control could be placed. Others commented on the speed of the video monitors. The screen changed too quickly. “They flipped by so fast to sit there and read content and not have enough time to really look at the image before it changed.”

Other comments touched different parts of the exhibit. One area mentioned a couple of times was the message board. “What I liked best was that board where people left notes. ...I read a few of them. It was like the Holocaust Museum where people write notes...” said one visitor.

Statements relating to the amount of information presented and the organization of that presentation reflected the diversity of the visitors. Comments ranged from, “I don’t really have time to read all the stuff that’s written here but that’s not really

a criticism..." to "there's almost too much stuff..."

In looking at comments relating to the organization of the exhibit, a range of comments from "It's well organized. There is a flow to it" to "It wasn't organized - like going through a big maze." Specific comments indicated a need for a key or guide to this exhibit. "What was covered? I couldn't tell what was coming next" and "As I approached the second floor the amount of information that was coming at me and the structure of all the forms was overwhelming."

What the visitor takes away from the Visitor Center

Very few visitors left this site without an emotional response to their visit. - whether it was a feeling of pride, a gratitude to those who fought so long and hard for rights, a connection to the images - the faces of the women portrayed, or a sense of the work still to be done. One young visitor stated, "I would bring back with me that it's still a problem about women's rights, that we have to change that - keep working."

There were many comments on how long and hard women fought for equal rights and how today this can be taken for granted. This notion of taking women's rights for granted was also expressed as a concern about the future of women's rights. One visitor told a story about an older woman from her home area who fought in the struggle for women's rights and is concerned about women losing ground in the 90s. This story was triggered by the exhibits and is a good example of the personal connection many visitors made to this site.

The gratitude many expressed about those who fought for women's rights related to the benefits that people enjoy today. As one stated, "...I was the benefactor who received the benefits of what they had done...I had choices." This realization of what people had known in some way about the struggle was rights was brought out by their experiences in the Visitor Center. "I don't think about it all that often. How long the struggle was was implied in many of the comments. This site makes the visitor think about the impact of the equal rights movement.

Summary

In summary, the visitors who participated in the focus group discussions at Women's Rights National Historical Park were enthusiastic about their visit. Most of these visitors had this park as their destination site and planned their visit. They gave a variety of responses as to how they heard about the park.

Their experience upon entering the Visitor Center was extremely positive. They gave an excellent account of the welcome and greeting from the park rangers and the Eastern bookstore employees. Visitors had few suggestions for improving the warm and informative welcome. One comment was made concerning the lack of obvious connection between the Chapel, wall and the Visitor Center. It was only after viewing the movie that they realized what they

had passed on the street. Once this was mentioned in the discussion, others commented on not making the connection.

The statues on the first floor were overwhelmingly impressive to the visitors and made a great impact on them. However, if they did not go on a Chapel tour and Statue talk they had no idea who the individuals were or whether they represented “real” people. There is a need for some means of identifying the statues. Perhaps a handout on them would do the trick.

On the second floor there were many comments relating to the amount and structure of the exhibits. A key or guide to the exhibit is needed. It would facilitate both the visitor’s use of time as well as help them see the depth and range of issues addressed.

This Visitor Center had an impact on the visitor and many went away having made a personal connection to this site. For some it reawakened previous known information; for others it contributed to the level and type of knowledge surrounding the history of women’s rights. The mix of historical images and more recent events and issues seemed to work for the visitor and helped them think about what would or could happen in the future.

Specific Recommendations by Visitors

Listed below are specific items that were commented on by one or two visitors. They were not mentioned by a majority of visitors but are important in that they may turn up in a larger survey and create issues for future investigation.

Label staircase exhibit items.

Keep the exhibit current and up to date.

Some graphics are too busy like the timeline that was yellow with columns - hard to read.

Add something that states when the women actually got the vote and when they got the vote in different state prior to the federal law.

Add more about the Equal Rights Amendment.

Add additional picture books so if one is busy another could be used.

Some graphics like the hour and wage one were not parallel in structure. It made comparisons difficult.

Giving your opinion in the open might be difficult for some if a lot people were watching.

Put out a newsletter of upcoming events and exhibits.

Appendix 4

1995 Workshop Issues:

The national and regional significance of Women's Rights NHP and its story are not well recognized.

The park image and profile, both within the community and nationally, needs to be enhanced.

There is a lack of integration and coordination of resources and stories with other partners and organizations.

The roles and responsibilities of park partners are not well defined.

The physical development of the park needs to be completed.

The education and interpretive programs at the park are not integrated and complementary.

Traditional NPS funding sources are no longer a reliable source of money for park programs.

1996 Interpretive Workshop Issues

Parkwide

The story of the women's rights movement over the last 150 years is complex and difficult for visitor to fully grasp during one park visit. To be fully told, the story should cover: 1. context (the events, people, conditions associated with 1848 convention); 2. the ongoing struggle for equal rights for women; and 3. the diverse aspects and definitions of "rights."

Some visitors to the park know much of the story; others know very little, making it difficult for park interpretive programming to meet the differing levels of visitor interest.

The Stanton House, M'Clintock House, as well as Wesleyan

Methodist Chapel are devoid of significant artifacts associated with the five women who organized and held the convention.

The physical landscape of Seneca Falls has changed significantly, making it difficult for some visitors to visualize conditions in 1848.

The park sites associated with the 1848 convention are miles apart in the villages of Seneca Falls and Waterloo.

Inherent in the park story are divergent points of view about the present state of women's rights; visitors need to be tolerant and show respect for other opinions.

Wesleyan Methodist Chapel

Because there is little surviving historic fabric of the Wesleyan Methodist Chapel, some visitors have difficulty understanding its original configuration.

Many visitors arrive at the park without knowledge of the history or significance of the Wesleyan Methodist Chapel.

The stabilized remains of the Chapel present a structure that is frequently thought of as being in the construction phase.

Visitors may not realize the fragility of the Chapel remnants.

Visitors may not respect or even be aware of the sense of "power of place" the site holds for others.

There is some vandalism and physical deterioration (due to weather conditions) of the Wesleyan Methodist Chapel remains.

Visitor Center

The assumption that there would be several permanent rangers available at all times on both floors to explain and guide visitors through the Visitor Center exhibits was not valid. While visitation has increased nearly 80%, staffing has remained level. Lack of exhibit panels explaining displays, and no descriptions of how the exhibits are logically organized and laid out, may sometimes lead to a lack of appreciation and understanding of the interpretive

intent of the primary themes of the park. Because of this, the primary purpose of the Visitor Center, to orient and provide grounding in the historical events of 1848, is not accomplished.

Specifically:

Visitors don't know they are entering a national park area.

Orientation information was placed to be visible from the street twenty-four hours a day, but is out of the traffic path of most visitors.

Visitors entering through the rear entrance miss the orientation area completely.

A statue group depicting people coming out of the Convention is not signed and is confusing.

An orientation film, "Dreams of Equality," shown at regular intervals in the theater, explains the convention and ends with a long collage of images of women gaining rights, but if visitors do not see the film, a photo wall on the east side of the Visitor Center, mirroring the film, is confusing.

The floor plan of the upstairs exhibits, designed around themes from the Declaration of Sentiments, can also be confusing.

Stanton House

The present appearance of the Stanton House and its grounds does not resemble its historic character.

Visitors arrive with an incomplete or misleading picture of Stanton's life in Seneca Falls.

Visitor services at the house are inadequate relative to parking, orientation and information, and meeting space.

Inadvertent or intentional touching of objects and architectural fabric in the Elizabeth Cady Stanton House contributes to deterioration.

M'Clintock House

Presently, the M'Clintock House is not open for visitor use and the staffing needed for regular hours is not anticipated. There is no visitor parking (other than on-street) and no rest rooms or other visitor support services.

There is a lack of adequate documentation regarding the house's historic grounds and/or appearance in 1848. The exterior has been restored, with the exception of the ca. 1851 wing, but the interior has not been restored.

Recent research on the M'Clintock family and their religious and reform networks has established that the period of significance of the house must be expanded to include the entire period of residency. It is neither accurate nor complete to restrict it to the drafting of the Declaration of Sentiments in July, 1848.

Appendix 5

Park Story

The United States of the first half of the 19th century extended from Maine to Texas, and throughout this society, women suffered inferior status to men. By law and by custom, a white, unmarried woman could not vote, hold public office, speak in public, attend college, or earn a living outside the except in a very few occupations. Married white women could not make contracts, sue in court, own property, obtain a divorce in their own name, or gain custody of their children. Enslaved Black women did not even have the right to their own person. American Indians held their own customs about male and female roles and responsibilities, but were not recognized under the jurisdiction of the United States until the 1870s.

Individual calls for equality culminated in the 1848 call for "A Convention to discuss the social, civil, and religious condition and rights of Woman," in Seneca Falls, New York, July 19 and 20, 1848. Religious revivals, political and social reform movements like abolition and temperance, and industrialization all reshaped the American political landscape. Women involved in reform movements, but especially in antislavery activities, soon realized that as women, they suffered a similar lack of political rights as slaves. A developing middle class helped to accentuate this realization in the North and Mid-West.

Jane Hunt and Mary Ann M'Clintock of Waterloo, Elizabeth Cady Stanton of Seneca Falls, Martha Wright of Auburn, and her sister, Philadelphian Lucretia Mott, recognized society's restrictions against them as women. In July 1848, they planned the convention and the Declaration of Sentiments. In the Declaration, based on the Declaration of Independence, they denounced women's lack of property rights, education, employment, religion, suffrage, and equality in marriage. On July 19, the Declaration of Sentiments was presented before a supportive audience at the convention in the Wesleyan Methodist Chapel in Seneca Falls, New York.

So much controversy followed the issuance of the minutes of the Convention and of the Declaration of Sentiments that many signers removed their names. But the convention marked the beginning of a movement. More conventions followed, and activists worked to change laws dictating women's legal status, beginning with married women's property acts, and continuing through to marriage reform and suffrage rights in some western states. Private and public colleges and universities began to admit women; by the turn of the century, women had made inroads into some professions. Elizabeth Cady Stanton provided leadership for the women's rights movement, with her colleague Susan B. Anthony, for more than 50 years. Both looked back on hundreds of political campaigns at the turn of the century, when women still agitated for universal suffrage. Many of the

demands on the 1848 list had been met, but debates about women's rights and human rights continued to draw heat and ire. The Declaration of Sentiments and the First Women's Rights Convention marked the beginning, but the words emanating from Seneca Falls have a relevance that reaches around the world.

Wesleyan Methodist Chapel

In 1843, the Wesleyan Methodist congregation built a Chapel on the corner of Mynderse and Fall streets after they split from their parent church organization. The Wesleyan Methodists offered a venue for free speech, and many reform movements found a voice within the walls of the small Chapel. On July 19 and 20, 1848, 300 women and men gathered in the Wesleyan Methodist Chapel to hear the first formal demands for women's rights.

The Wesleyan Methodist congregation stayed at this location until 1871, when they sold the Chapel and built another church at the opposite end of the same block. Subsequent uses of the Chapel building included a public hall, opera house, automobile dealership, office rentals, furniture store, apartments, and laundromat. Extensive alterations to the structure over the years included extensions of its length and raising the roof. Today historic fabric from the original Chapel includes only the east and west exterior brick walls, three king post roof trusses, and some roof sheathing boards.

In 1987 a conceptual design for the Wesleyan Methodist Chapel was chosen through a nationwide architectural competition. The design challenge was to preserve the 1848 architectural remains of the Wesleyan Methodist Chapel, to create a sense of the 1848 convention, to increase public awareness of the 1848 convention and its importance in the women's rights movement, and to create a focus for the park.

The redevelopment of the Wesleyan Methodist Chapel was completed in 1993. All original *in situ* fabric of the Wesleyan Methodist Chapel has been retained in place and preserved, and the Chapel remains a gathering place for people as well as a contemplative space. A step seating area is adjacent to the Chapel on its north side. The Declaration of Sentiments text is visually accessible at all times on a nearby wall in Declaration Park; in summer water from a fountain flows over the Declaration text.

Park rangers provide a variety of talks in the Chapel and at the step seating area. These talks focus on the First Women's Rights Convention. Rangers also provide talks on historic preservation to adult groups and school groups.

Declaration Park was intended to be used for public performances, living history programs, and public rallies on a wide variety of topics. An annual dramatization of the Convention is produced each summer when the village celebrates "Convention Days." However, more extensive use of the Chapel as a public forum has been limited.

Visitor Center

The park's administrative headquarters and Visitor Center are housed in a historic structure at 136 Fall Street. Adrian H. Boyce built this steel-framed, brick-walled building in 1915 and 1916, opening in January 1916 for automobile sales and repairs. Probably designed by M. L. Van Kirk, a Waterloo, New York architect and contractor, it featured a glass curtain wall front facade, which has been retained. In 1927 the Village of Seneca Falls remodeled the building to house its offices, fire and street departments, vaults and jail. The village donated the building to the National Park Service in 1987. After rehabilitation the Visitor Center opened for public use in 1993.

The Visitor Center serves as the focal point for visitor orientation, information, and introduction to the park story and resource significance. Functions on the first floor of the Visitor Center include visitor orientation and information, cooperating association sales area, rest rooms, auditorium with an interpretive film, and exhibit area. The second floor contains exhibits and a public meeting area. Interpretive programs on park themes are offered inside the Visitor Center.

There is limited visitor parking adjacent on the north side of the Visitor Center. Other parking is available on nearby village streets.

Stanton House

Elizabeth Cady Stanton and her husband Henry moved to Seneca Falls from the Boston area in 1847. Her father, Judge Daniel Cady, transferred the house (built 1830s) and two acres of ground to her in 1847. During her 16 years in this house Elizabeth Cady Stanton raised her seven children; it was also during these years that Stanton defied many of the day's housekeeping and child-rearing customs. She encouraged her children to join parlor discussions with visitors such as James and Lucretia Mott and Frederick Douglass. For several years Stanton hosted a "conversation club" in the back parlor where young men and women discussed issues of the day and socialized. In this house Elizabeth Cady Stanton worked with Elizabeth M'Clintock (until about 1850) and with Susan B. Anthony (of Rochester, New York). Stanton developed as the philosophical force and rhetorician of the women's rights movement.

Henry Stanton moved to Brooklyn, New York, in August 1861; Elizabeth and the children followed in 1862. The house was sold that same year. It was subsequently used as rental property, and major renovations took place in 1902-1903 when owned by the Gilmore family. The Elizabeth Cady Stanton Foundation donated the house and adjacent vacant lot to the National Park Service in 1982.

Two wings are known to have existed, one on the north side (removed c. 1863-1866) and one on the east side of the south wing (removed 1903). From 1982-1984 the National Park Service had restored the house to its Victorian appearance (1847-1862), with the exception of the two wings. The Hawker

House was removed in 1988 from the historic grounds.

Operating hours at the Stanton House vary by season and year. The house is always staffed when it is open. Park staff welcome walk-ins, offer scheduled tours, and conduct school group programs. Although the house is sparsely furnished at present, the programs offered at the house are meant to give the visitor a true sense of what a busy, energetic place the house was during the Stantons' residency.

M'Clintock House

The brick, Greek Revival M'Clintock House in Waterloo was built c. 1820-1836. Mary Ann and Thomas M'Clintock arrived in Waterloo from Philadelphia in 1835-1836, and rented the house from Richard Hunt until 1857. In the early 1850s a south wing facing the family's business in the Hunt's Block was added. The M'Clintocks entertained many reform and abolitionist speakers in their home on William Street, including Frederick Douglass, Susan B. Anthony, Sojourner Truth, and William Lloyd Garrison.

On Sunday, July 16, 1848, Elizabeth Cady Stanton, Mary Ann M'Clintock, Lucretia Mott, Martha Wright, and Jane Hunt gathered in the M'Clintock House to draft the Declaration of Sentiments. Stanton's report of the gathering said that "one of the number" seized the Declaration of Independence after other models of convention reports seemed too tame. Mary Ann and Thomas M'Clintock and their children Elizabeth and Mary participated in the convention at the Wesleyan Methodist Chapel and signed the Declaration of Sentiments.

In 1875 the house passed from the Hunt estate. The Waterloo Baptist church bought the house in 1887. Additions to the house before 1888 included a two-story frame structure on the back, and a porch on the front. In June 1955 the house, then used as a parsonage, suffered a fire. The two-story south wing was partially destroyed and removed; most original woodwork and plaster walls on the main house survived. Much of the original fabric of the M'Clintock house remains.

The house was acquired by the National Park Service in 1986. The roof was replaced in 1987, the adjacent church was demolished in 1988, and in 1991 the exterior of the house was restored to its 1830s appearance. The M'Clintock House interior has been restored is open for public use. Reconstruction of the south wing and historic furnishings and exhibits are scheduled for 2003; landscaping, circulation and parking are needed.

Hunt House

Currently, the house is privately owned and maintained and is not open for public use. National Park Service technical assistance may be available for restoration or historic grounds enhancement. Cooperative agreements that allow for visitor access to the grounds or buildings may be developed upon the owners' approval.

The Hunt House in Waterloo was originally a late, Federal style brick house. Wealthy Quaker Richard Hunt built the house between 1829 and 1833. On July 9, 1848, Jane Hunt, Elizabeth Cady Stanton, Mary Ann M'Clintock, Lucretia Mott, and Martha Wright met in the home and over tea decided to hold and organize the convention that took place 10 days later.

After Richard Hunt died in 1856 extensive changes were made to the house; his widow Jane lived there until her death in 1889. Major structural changes, including building a neoclassical two-story portico on the front facade, were made after 1919, and again after 1944. Thus, the house and grounds (once part of an 145 acres farm with garden and orchard) have changed considerably from their 1848 appearance.

The house was acquired by the National Park Service in 2001. Underground storage tanks have been removed and draft Cultural Landscape Inventory has been reviewed by the park. Archeological surveys, a historic structure report, and a historic resource survey are scheduled for FY 2003. A Bally-type building will be installed in the garage for use as a collections storage and processing area in 2002-2003. A GMP amendment is scheduled for 2004, which will address plans for treatment of the house and grounds.

Appendix 6

Education Plan

Note: The park will insert text of the complete plan

Appendix 7

Existing Research Reports & Planning Documents

Susan B. Anthony House

"Susan B. Anthony House Special Resource Study," draft, September 1996)

Amelia Bloomer House

"Report on Bloomer House," Harlene Gilbert-Karsten, Elizabeth Cady Stanton Foundation, December 1986

M'Clintock Site

"A Study of the M'Clintock House," Joni Masuicca , Elizabeth Cady Stanton Foundation, December 1986

"Historic Furnishings Report--Stanton House, M'Clintock House, Wesleyan Chapel, Carol Petravage, 1989

"Archeological Testing at the M'Clintock House, Women's Rights National Historical Park, Waterloo, New York," Thomas Schley, July 1990

"The M'Clintocks, the Hunts, and the Progressive Friends of Waterloo," Sarah Fatherly, Summer 1992

"Historic Structures Report," 1993

"Feeling a Strong Desire to Tread A Broader Road to Fortune: The Antebellum Revolution of Elizabeth Wilson McClintock's Entrepreneurial Consciousness," Andrea Constantine Hawkes, Thesis, B. A. in History, University of Maine, August 1995.

"Historic Furnishings Report--M'Clintock House Update," Carol Petravage, in process, 1996

"Archeological Survey at the M'Clintock House, WRNHP, Waterloo, New York.," Steven R. Pendery, PhD. and William A. Griswold, PhD. October 1996

"Unity of Purpose...Freedom for the Individual," The M'Clintock Family of Philadelphia, Pennsylvania and Waterloo, New York," Elizabeth Dunbar,

Thesis, M.A. in History, State University of New York at Oswego, August 1997

"Archeology of Domestic Space at the M'Clintock House," Steven R. Pendery and William A. Griswold, in *Nineteenth and Early Twentieth-Century Domestic Site Archeology in New York State*, Museum Bulletin 495 ed. by John P. Hart and Charles L. Fisher (2000)

"Intensive Archeological Testing: The M'Clintock House South Wing, Women's Rights National Historical Park, Waterloo, New York," Steven R. Pendery, PhD. and William A. Griswold, PhD, March 2002

"Archeological Investigation Report: Women's Rights National Historical Park, YoungHouse Lot, Village of Waterloo, Seneca County, New York," Scott D. Stull, Hartgen Archeological Associates, Inc. April 2002

Stanton Site

Two reports by Prof. Daniel Marion on the horse chestnut tree at the Stanton House

"History of the Stanton House," Corinne A. Guntzel, Elizabeth Cady Stanton Foundation, June 1982

"Boundaries of the Stanton Lot," Judy Wellman, Elizabeth Cady Stanton Foundation, December 1986

"An Analysis of the Historic Grounds of the Elizabeth Cady Stanton Homestead," Patterson, Gordon, and Veneman, December 1986--pollen study, etc.

"A Geophysical (Remote-Sensing) Survey at the Stanton House," Bruce Bevan, NARO, April 1986

"Stanton House Report (Archeological Dig)," Richard Hsu and Linda Towle, NARO, 1984

"Survey of Research Collections: The Material Culture of Elizabeth Cady Stanton, Seneca Falls, 1847-1862," Jennifer Langdon, August 1989

"Historic Furnishings Report--Stanton House. M'Clintock House, Wesleyan Chapel," Carol Petravage, 1989.

Historic Structures Report, Draft Versions, 1982, 1989.

"Applied Archeology--Four National Parks," December 1987

"The Stanton House Historic Structure Report, Women's Rights National Historical Park, Seneca Falls, New York," Barbara A. Yocum, 1989 – printed 1998

"Landscape and Archives Reconnaissance and Historic Landscape Assessment for the Elizabeth Cady Stanton House," Karen Krider and Lauren Meier, Olmstead Center for Landscape Preservation, Draft Version, 1994.

"Draft Site Program for Elizabeth Cady Stanton House , Women's Rights National Historical Park, Seneca Falls, NY." Peter H. Smith, Consultant, November 10, 1988.

U. S. Department of the Interior, National Park Service. "Completion Report, Stanton House Roofing Project, Women's Rights National Historical Park."

C. Thomas Ballos, Building Conservation Branch, Cultural Resources Center, NARO, November 1989.

"Document Search, Elizabeth Cady Stanton House," Richard H. Gassen. August 2000

"Investigation into the Original Appearance of the Stanton House," Curtis Butler Eaton, September 2000

"Research on the Elizabeth Cady Stanton House," Andrea DeKoter, September 2002

Chamberlain Site

"Chamberlain House Historic Structure Report," Women's Rights National Historical Park, Barbara Yocum and Stephen Clark, August 2001

"Jacob Chamberlain (1802-1878): A Report Submitted to Women's Rights National Historical Park," Anne M. Derosie, January 2000

"Archeological Survey of One Seneca Street," Women's Rights National Historical Park, February 2002

Hunt Site

"Richard P. Hunt: Leader in Waterloo Real Estate and Business," Chad

Garrett Randl, December 1999

“Hunt House Draft Cultural Landscape Inventory,” Spring 2002

“Hunt House Property UST Removal Archeological Monitoring End of Field Letter Waterloo, NY,” R. Corey Rosentel, April 2002

Village Hall (now Visitor Center)

Historic Structures Report, 1988.

Wesleyan Methodist Chapel

"Historic Furnishings Report--Stanton House, M'Clintock House, Wesleyan Chapel," Carol Petravage, 1989.

Historic Structures Reports: "Archeological Data Section," Paula Zitzler, 1989; "Historical Data Section," Sharon A. Brown, 1987; "Architectural Data Section," Barbara Yocum, 1992; and "Special History Study," Sandra S. Weber, 1985.

U. S. Department of the Interior, National Park Service, and the National Endowment for the Arts. "Program, Women's Rights National Historical Park Wesleyan Chapel Design Competition." July 1987.

U. S. Department of the Interior, National Park Service, and the National Endowment for the Arts. "A Vision Realized, Women's Rights National Historical Park Wesleyan Chapel Design Competition." Judy Hart, Editor, 1991.

“Brick Investigation for the Wesleyan Chapel, Women's Rights National Historical Park,” Lorraine Schnabel, September 2002

Miscellaneous

"General Collections Statement," 1/88.

U. S. Department of the Interior, National Park Service. "Interpretive Prospectus," Prepared by Linda Finn, Division of Interpretive Planning, Harpers Ferry Center, August 1988.

"Study of Alternatives: Women's Rights Historic Sites," Shary Page Berg and

Judy Hart, 1979.

"HSR--Archeological Research, WORI, Task Directive," Staff, 1985.

"Concessions Economic Feasibility Study--Canal Barge," 12/87.

"Blue Form Survey," NEA, WORI, Village of Seneca Falls Planning Department. 1989.

"Architectural Survey," Barbara Pearson. 1984.

"U. S. Department of the Interior, National Park Service. "Draft General Management Plan/Environmental Assessment, Women's Rights National Historical Park. " June 1985.

U. S. Department of the Interior, National Park Service. "General Management Plan, Women's Rights National Historical Park." March 1986.

U. S. Department of the Interior, National Park Service. "Amendment to the General Management Plan/Environmental Impact Statement of 1986, Women's Rights National Historical Park." January 1991.

U. S. Department of the Interior, National Park Service. " Annual Statement for Interpretation and Visitor Services, Women's Rights National Historical Park." 1993.

U. S. Department of the Interior, National Park Service. "Management Objectives Workshop, Women's Rights National Historical Park, May 10-22, 1985.

U. S. Department of the Interior, National Park Service. "Resource Management Plan, Women's Rights National Historical Park." April 1992.

U. S. Department of the Interior, National Park Service. "Superintendent's Goals FY 1996." Typed pages, no date.

U. S. Department of the Interior, National Park Service. Women's Rights National Historical Park, New York." Unigrid brochure, 1994.

"Statement for Management," Women's Rights National Historical Park. Draft Versions prepared by Judy Hart; Marjorie Smith (NARO)

"Statement for Interpretation, Women's Rights National Historical Park," Terry Roth, 9/94.

U. S. Department of the Interior, National Park Service, and Village of Seneca, Historic District Commission, "Guidelines & Standards for the

Protection and Enhancement of the Seneca Falls Historic District," Lawrence Libertore, 1986

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U.S. Department of the Interior, National Park Service. "General Management Plan, Women's Rights National Historical Park." March 1986.

U.S. Department of the Interior, National Park Service. "Historic Furnishings Report, McClintock House/Stanton House, First Wesleyan Methodist Church, Women's Rights National Historical Park." Prepared by Carol Petravage. 1989.

U.S. Department of the Interior, National Park Service. "Interpretive Prospectus." Prepared by Linda Finn. August 1988.

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U.S. Department of the Interior, National Park Service. "Superintendent Goals FY 1996." Typed pages. n.d.

U.S. Department of the Interior, National Park Service.

"Women's Rights National Historical Park, New York." Brochure. 1994.

Appendix 8

Park Scope of Collections Statement

Note: The park will insert.

Appendix 9

Programmatic Accessibility Guidelines

The following guidelines were prepared by Harpers Ferry Center (NPS) in September 1991. They should be applied to the development of any new interpretive programs as well as to revisions of existing programs.

Statement of Purpose

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions. Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. In some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on both aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless, the goal is to fully comply with NPS policy:

□...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone. □ NPS Special Directive 83-3, Accessibility for Disabled Persons

Audiovisual Programs

Audiovisual programs include motion pictures, sound/slide programs, video programs, and oral history programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the conditions of the installation area and the media format used, and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular area.

Guidelines Affecting Mobility Impaired Visitors

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in an accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

Guidelines Affecting Visually Impaired Visitors

1. Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

Guidelines Affecting Hearing Impaired Visitors

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

Guidelines Affecting Learning Impaired Visitors

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free of unnecessary jargon and technical information.

Exhibits

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed

by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large unyielding specimens, may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

Guidelines Affecting Mobility Impaired Visitors

1. Exhibit space will be free of physical barriers or a method of alternate accommodation shall be provided.
2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.
3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform with UFAS 4.8.
4. Important artifacts, labels, and graphics, will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and the labels. Video monitors associated with exhibits will be positioned to be comfortably viewed by all visitors.
5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.
6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5)
7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3)
8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.
9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32 to 34 inches, with at least a 30" clearance underneath. The width should be a minimum of 32" vertical, with additional space provided for cash registers or other equipment, as applicable.
10. Accessibility information about the specific park should be available at the information desk and the international symbol of access will be displayed where access information is disseminated.
11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typography will be selected with readability and legibility in mind.
2. Characters and symbols shall contrast with their backgrounds, either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3)
3. Tactile and participatory elements will be included where possible.
4. Audio description will be provided where applicable.
5. Signage will be provided to indicate accessible rest rooms, telephones, and rest room elevators. (UFAS 4.30)

Guidelines Affecting Hearing Impaired Visitors

1. Information presented via audio formats will be duplicated in a visual medium, either in the exhibit copy or by printed material.
2. Amplification systems and volume controls will be incorporated to make programs accessible to the hard or hearing.
3. Written text of all audio narrations will be provided.
4. All narrated AV programs will be captioned.
5. Allowance for Telecommunication Devices for the Deaf (TDD) will be included into information desk designs.

Guidelines Affecting Learning Impaired Visitors

1. Exhibits will avoid unnecessarily complex and confusing topics.
2. Graphic elements will be developed to communicate non-verbally.
3. Unfamiliar expressions and technical terms will be avoided and pronunciation aids will be provided where appropriate.
4. To the extent possible, information will be provided in a manner suitable to a diversity of abilities and interests.
5. Where possible, exhibits will be multi-sensory. Techniques to maximize the number of senses utilized in an exhibit will be encouraged.
6. Exhibit design will be cognizant of directional handicaps and will utilize color and other creative approaches to facilitate comprehension of maps.

Historic Furnishings

Historically refurnished rooms offer the public a unique interpretive experience by

placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

Guidelines Affecting Mobility Impaired Visitors

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform with UFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for the physically impaired.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typefaces will be selected for readability and legibility, and conform with good industry practice.
2. Audio descriptions will be used to describe furnished rooms, where appropriate.
3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

Guidelines Affecting Hearing Impaired Visitors

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1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
 2. Captions will be provided for all AV programs relating to historic furnishings.

Guidelines Affecting the Learning Impaired

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations which utilize the physical space as a method of providing multi-sensory experiences will be encouraged.

Publications

A variety of publications are offered to visitors, ranging from park folders which provide an overview and orientation to a park to more comprehensive handbooks. Each park folder should give a brief description of services available to the disabled, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updated □Accessibility Site Bulletin□ which could include detailed information about the specific programs, services, and opportunities available for the disabled and to describe barriers which are present in the park. These bulletins should be in reasonably large type, 18 points or larger.

Guidelines Affecting Mobility Impaired Visitors

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by the disabled.

Guidelines Affecting Visually Impaired Visitors

1. Publications will be designed with the largest type size appropriate for the format.
2. Special publications designed for use by the visually impaired should be printed in 18 point type.
3. The information contained in the park folder should also be available on audio cassette. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

Guidelines Affecting Hearing Impaired Visitors

1. Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

Guidelines Affecting Learning Impaired Visitors

1. The park site bulletin should list any special services available to this group.

Wayside Exhibits

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantages to disabled visitors. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inaccessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-designed exhibit sites.

While waysides are valuable on-site ☐ interpreters, ☐ it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of many interpretive tools which visitors can use to enhance their appreciation of a park.

Guidelines Affecting Mobility Impaired Visitors

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 34" from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height is 24-28", depending on panel size.
3. Trailhead exhibits will include an accessibility advisory.
4. Wayside exhibit sites will have level, hard surfaced exhibit panels.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eye strain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.

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3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
 4. For all major features interpreted by graphic wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.
 5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

Guidelines Affecting Hearing Impaired Visitors

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Learning Impaired Visitors

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.

Appendix 10

Interpretive Program Recommendations (2002)

Pre-Visit/Transportation

A market survey and marketing plan are needed to identify and reach out to current and potential visitor groups.

A directional signage plan should be completed for all park sites.

A wayside plan and orientation panels for the entire park will be developed to provide orientation materials, theme-based, site-specific interpretation, and resource education messages.

Staff will develop a plan to provide pre-visit information and re-assess orientation materials provided on-site. This plan will address existing and potential audiences. It will also include a strategy to provide an up-to-date and state-of-the-art website linked to thematically related sites.

The park would benefit from a transportation plan to assess the needs of visitors who arrive via car or boat. The 1986 General Management Plan (GMP) and 1991 GMP amendment discuss the need for transportation options reflecting the historical period. Limited car and bus parking at each site limits capacity and recreational uses. The historic Cayuga-Seneca Canal, within a short walking distance of the Wesleyan Methodist Chapel, Stanton House, and M'Clintock House, is a possible alternative.

The Village of Seneca Falls developed boater recreation facilities along the canal in Seneca Falls. Through a partnership with Seneca County, the New York State Thruway Authority, the villages of Seneca Falls and Waterloo, and the private sector, a water-borne transportation system, could provide a fun, thematically related, and logistically important aspect to the visitor experience.

The National Park Service would like to complete canal oriented visitor facilities and/or directional signage.

Parkwide Staffing/Furnishings

Adequate staffing is always a challenge. In order to expand personal contact availability, staff will develop a volunteer program including local residents, colleges, scout groups, senior volunteers, friends groups, and NPS-related associations. Volunteers will be recruited and trained for front desk duty at the Visitor Center, for interpretive programs, demonstrations, and tours, for educational programs, and for historical research and collection care.

Different levels of historic furnishings will contribute a “real person lived here” ambiance to historic rooms, ranging from Stanton-related furnishings focused on the period of residence at the Stanton site to period furnishings at the Hunt House. The M’Clintock House will include M’Clintock-owned furnishings, if possible, reproduction furniture, and period pieces.

Visitor Center/Wesleyan Methodist Chapel Complex

Visitor Center

Visitors tend to weave the Visitor Center, Wesleyan Methodist Chapel, and Declaration Park together. Here they will learn about the 1848 convention and the architectural history of the Chapel. They will participate in activities and cultural events related to park themes and consistent with preservation of the resource. In the Visitor Center, visitors receive physical and thematic orientation and begin to connect events from the past with the rights and benefits enjoyed today.

A wayside should be added in front of the Visitor Center to orient visitors to all sites in the entire park.

Audio tape tours of the Visitor Center will be developed

The statue group in the Visitor Center will be identified and signs added to provide a link to the First Women’s Rights Convention in 1848.

To allow versatility in handling large groups, the park orientation film and the interpretive orientation film will be

formatted to allow separate cueing or separated.

The photo wall on the east wall of the Visitor Center will be supplemented with an appropriate form of interpretation (to be discussed and determined by park staff) designed to tell the compelling stories depicted on the wall and help visitors understand the continued relevance of the Declaration of Sentiments. A brochure or exhibit labels may be introduced.

The park will keep up with scholarship and alter exhibits on the second floor of the Visitor Center as needed. Audiovisual elements within the exhibits will be updated on a five-year basis. Errors of fact will be corrected as possible.

A new 2nd floor exhibit plan will be completed. 2002 staff planners felt this was as important as providing furnishings in historic houses.

Special temporary exhibits will be housed in a gallery on the second floor of the Visitor Center. These exhibits will highlight special themes like women's history month or black history month, expand on information already in the exhibits, or showcase local, regional or national artists.

Exhibits in the Visitor Center will be the basis for additional educational programs related to themes such as women's voting rights, women's rights to health care, or anniversaries of important dates in women's rights history.

Theme tours of the statues and of the exhibits on the second floor of the Visitor Center will be developed and led by volunteer guides. Roving interpretation and theme stations may be developed.

Several new publications will be developed to assist visitors to link park interpretive themes, including (but not limited to) an exhibit timeline brochure, a teacher-led guide to exhibits, and a booklet about the husbands of the convention organizers.

Chapel/Declaration Park

A new site bulletin will expand on existing interpretive text when a tour of the Chapel and Declaration Park is not possible due to limited staffing or extreme weather.

Waysides will be developed to provide interpretation of the Chapel when the park is closed or when ranger-led tours are not available. The interpretive intent will be to identify the Chapel as the site of the 1848 convention where the Declaration of Sentiments was signed, discuss the design competition and site treatment, and give a chronology of the use of the building from 1843 to the present. A strong resource protection and stewardship message would be incorporated.

A taped audio program will be developed for the Chapel and Declaration Park to supplement written materials.

No furnishings will be placed in the Wesleyan Chapel.

Regularly scheduled, ranger-led tours of the Wesleyan Methodist Chapel and the Declaration of Sentiments water wall, will be available as staffing allows.

The amphitheater section of the complex is an ideal place for special events related to the 1848 Convention. The park will encourage existing as well as new partners to sponsor programs under special use permit and cooperative agreement guidelines and will work with the village to establish closing hours.

The Stanton/Chamberlain Complex

A visit to the Elizabeth Cady Stanton House and its surroundings should help visitors discover more about Stanton's life and personal experiences as well as how she intellectually and politically came of age in Seneca Falls. They will learn how she used the entire home and landscape to reflect her domestic management philosophies. Her relationships with the neighbors and with the local environment will be explored. Perhaps visitors will even sense Stanton's presence in the house through the use of selected furniture/artifacts and exhibits.

The Chamberlain House

To complete development of the Stanton House site, it is necessary that visitor services be relocated off the historic lot to accommodate restoration treatments for the house and landscape. Facilities identified for development in the 1991 GMP Amendment include a visitor contact station, parking

lot, small maintenance building, and canal-side docking structure. The Jacob P. Chamberlain property at 1 Seneca Street was acquired to provide and locate site visitor services and support facilities off the historic landscape. Across the street from the Stanton House, this property has frontage on Van Cleef Lake. Portions of the building have been determined to be the residence of Jacob P. Chamberlain, part-owner of the Phoenix Mills, and the Stantons' neighbor during the early years of their Seneca Falls residence.

The NPS will study the Chamberlain House to determine if it is conducive to adaptive reuse as a visitor contact facility for up to 30 visitors, containing an information/fee desk, orientation materials, exhibit and sales areas, restrooms, storage, and workspace. If such a use is not possible, the NPS will determine whether the house should be demolished and a new contact facility constructed on site. The park will explore options to jointly manage this facility.

Parking for 15 cars and three buses will be provided at 1 Seneca Street for visitors and employees. The parking area would help to prevent vehicular street parking in this residential area.

Docking facilities for up to six boats will support a proposed water-borne transportation system linking park sites and non-park sites in Seneca Falls. Wayside exhibits relative to canal history, site orientation and safety as well as directional signs will be developed as part of a site sign plan. Walkways and landscaping will be necessary.

Picnic shelters, benches, and restrooms would be available.

At the contact facility, visitors will be able to obtain information and orientation re: visitor services. All visitors will be offered a variety of recreational activities consistent with park resources.

An audio tour/walking tour of the area surrounding the Stanton house, Chamberlain house and canal locks might be devised.

A brochure designed specifically for the Stanton site that discusses the Stanton house, Chamberlain house and surrounding area should be available.

Exhibits on Elizabeth Cady Stanton's life will be available for visitors at the contact station.

The Stanton House

The ranger station, a prefabricated doublewide placed on the Stanton lot in the 1970s, will be retained until development is complete. Before removal, it will be assessed for other uses, as a ranger station, office space, or VIP or park housing. A 1901 garage will be removed to enhance the historic scene. The Stanton barn, a driveway, and a portion of a fruit orchard may have been located on the Neis property, once part of the historic Stanton lot. The existing house will be removed in 2003.

Historic furnishings associated with Stanton, preferably during her period of residence, will be displayed. Other exhibits related to the history of the site or to activities within the house will be installed on a temporary basis.

An audio visual program will be developed to interpret the second floor for groups that exceed load limits and to meet accessibility standards. A virtual tour and power point presentation may also be developed.

Wayside exhibits will be interpret the Stanton family, home and landscape.

Costumed interpretation and living history demonstrations relating to park themes will be offered. Guided tours and other options will be made available to visitors. A self-guided tour will be studied.

Environmental education programs on the Stanton landscape focusing on Stanton's philosophy of health and nature will be offered for visitors.

The M'Clintock House

The M'Clintock House has been restored to its period appearance. A south wing is scheduled to be reconstructed in 2003 to house most operational functions, restrooms, and as sales area. The Young house and property, adjacent to the historic M'Clintock House, is about the same age (c. 1833-36), and was also owned by Richard Hunt. The house and grounds are mothballed and receive minimal

maintenance.

Visitors will have the opportunity to focus on the contents and relevance of the Declaration of Sentiments to the people who wrote it, to the convention participants, and to themselves. They will be able to see period furnishings, reproductions, and M'Clintock originals in historic furnishing vignettes. They will understand the influences of the Quaker community whose organizational and political skills supported the early women's rights movement. They will learn about the extended reform networks represented by the M'Clintocks, their relatives, and their house guests, and view the business block where the M'Clintocks worked and lived.

Wayside exhibits will provide information about Waterloo ca. 1850, orientation to the house, interpretation of the importance of the house in the local community, and the importance of the family drugstore, located immediately behind the house, to the local economy and to reform efforts in Waterloo.

Several M'Clintock furnishings may be borrowed or reproduced. The most important of these is the mahogany table on which the Declaration of Sentiments was drafted, now located at the Smithsonian Institution in Washington, D.C. Park plans to reproduce the table are supported by Smithsonian staff. In addition, M'Clintock family members have a hall clock, marriage certificates and samplers, and drug recipes from the family store. These have been recently discovered, and may be made available for exhibition.

A revised historic furnishings report supports the creation of a series of historic furnishings vignettes including a "drafting the Declaration" vignette using a reproduction of the mahogany table, period chairs and various declarations of rights used to frame the Declaration. Other vignettes may be possible, such as the deathbed of Burroughs Phillips, Elizabeth M'Clintock's husband, who died after a fall at the house in 1854, or of a workroom where the M'Clintock sisters prepared items for anti-slavery fairs throughout the 1840s, or the bedroom of an African-American teenager and girl listed on the 1850 census.

Where refurnishing is not feasible or has not yet occurred, removable exhibits will focus on specific themes and compelling stories most linked to this site.

Interpretation of historic preservation activities will be provided through exhibits explaining techniques used in the restoration of the M'Clintock House.

Alternative programming will be needed to provide accessibility to the second floor of the house.

The staff will evaluate the need for either a self-guided tour of the M'Clintock House or an audio tape tour.

Site bulletins on the major themes conveyed by exhibits and vignettes will be available.

Reprints and reproductions of primary materials, as well as books and articles, will be considered as possible sales items.

The house will be staffed during operational hours but will be self guided, using either audio tape tours or printed brochures of the historic house interior.

Staff will develop and present preservation/restoration tours, conduct off- and on-site educational programs, and develop special programs on the M'Clintock family.

Museums and M'Clintock family members will be asked to loan furnishings originally in the house.

Joint programs with the Waterloo Historical Society and Terwilliger Museum located across the street, will be explored.

The Hunt House

The Hunt House was purchased for the National Park Service in 2000 and passed into NPS ownership in 2001. Since then, the house has been used for special events and receptions for the Friends group. Cultural resource research is funded for 2003, and is expected to be completed by 2004, when a General Management Plan amendment process will determine how the Hunt House is to be used.

In the interim, an exhibit about the M'Clintock-Hunt family connections is displayed during special events. Tours of the house or interpretive talks in the parlor, believed to have been the site of the gathering where the 1848 First Women's

Rights Convention was planned, occur infrequently.

The Educational Program

The educational program, funded by Parks as Classrooms seed money, centers on the Visitor Center/Wesleyan Chapel complex and the printshop. Programs have been altered to suit current staffing. At present, they do not meet NPS standards for educational programming.

A cooperative agreement with the National Women's Hall of Fame was put in place in 2002 to complete a questionnaire to local schools, assess ties between park programs and the NYS curriculum standards, and recommend suggested programs.

Park staff have produced conferences for scholars, students enrolled in higher education, and museum professionals. The park is currently a partner in a Department of Education funded program to teach teachers to use artifacts as primary resources for classroom activities.

An Education Plan will be completed in Spring, 2003.

New and existing educational programs will be inclusive and present diverse perspectives and multiple points of view.

Current programs will be evaluated for applicability to NYS standards and NPS educational program standards.

Pre- and post-visit materials for all educational programs held at each park site will be designed and tested.

A standardized education program for the Suffrage Print shop, including pre-visit and post visit activities, will be designed, tested, and implemented.

Educational materials will be available through our website.

Ranger led educational activities will tied to specific grade levels, use multiple learning styles, and address curriculum needs.

Junior Ranger programs incorporating preservation practices will be implemented.

Scout programs will be developed.

Afterschool and weekend youth programs will be tested.

Outreach programs for schools and local organizations will be developed and tracked.

Programs for targeted audiences (such as elder hostel groups or academic conferences) will be created.

A Teachers Advisory Committee will be revived to provide input on program design, teacher workshops, and strategies that will involve teachers in on-site visits.

Colleges and professional organizations can be recruited to assist with conferences related to park themes.

The cooperating association will be asked to develop park-related teaching materials and gift items.

“Elizabeth and Me” and similar programs developed by the Friends of Women’s Rights National Park, Inc., will be incorporated into the park’s offerings after being evaluated for adherence to NPS education standards, connection to park themes and resources, and NYS curriculum standards. The Friends group educational programs will be incorporated.

The Post-visit Experience

Visitors who leave the park after having fully engaged with its resources and themes will be able to see the connection of the early women’s rights movement to conditions they face today. They may be inspired to take action where they have previously been inactive. They will want to tell their friends, relatives, and acquaintances about the park, and to read and learn more about the women’s rights movement, about rights in general, and about the history of the United States.

Various passes are available to encourage repeat visits to the park and to other federal lands.

Park staff will consider development of a limited amount of interpretive and commemorative material designed specifically to reinforce the on-site experience. To be

successful, this planning effort will identify specific audiences and then choose the most appropriate interpretive media.

The on-site interpretive experience will produce further interest in some visitors who will continue their experience through the purchase of Eastern National sales items.

Post visit activities will be developed and made available on the website.

